**Report on Course Implementation**

**Name of Institution King Mongkut's University of Technology North Bangkok**

**Campus/Faculty/Dept/Division** ………………………………………………………….………………………

**Section 1: General Information**

**1. Course code and course title** ..................................................................................................................................................

**2. Total credits X (x-x-x)**

........... **X credits (x-x-x)** ......................................................................................................

**3. Curriculum and course category:**

Curriculum:  *e.g. (Bachelor of ………in ……) ……*…………………………

Course category: (e.g. general education, required, major elective, free elective)

**4. Course coordinator/ Instructors**

Course coordinator ..............................................................................

Instructors ..............................................................................

**5. Semester/ year of study**

……………………………………………………………………………….

**6. Pre-requisite (if any)**

………………………………………………………………………………

**7. Co-requisites (if any)**

……………………………………………………………………………….

**8. Venue of study**

Faculty/ College ........................................................................................ KMUTNB

**9. Information for quality assurance in education**

**This course shows evidence of:**

🞏 Development of implementation from previous practices, e.g. the improvement of

class teaching, course content, content classification and methods used for learning

assessment

🞏 Involvement from professional bodies/ external agencies in instruction; thus enhancing

student academic and professional experiences

🞏 Integration of research or creative activities with instruction; use of research-based

learning management; knowledge management practices for learning improvement

🞏 Integration of academic services and course implementation

🞏 Combination of cultural heritage preservation efforts into instruction or student

activities

**10. Date of latest revision**

……………………………………………………………………………….

**Section 2: Teaching Implementation in relation to Planning**

**1. Specify whether discrepancies occur between actual teaching hours and planned hours.** ..........……………………………………………………………………………………………………………………………………………………………

**2. Define topics uncovered/ uncompleted (if any)**

.........……………………………………………………………………………………………………………………………………………………………

**3. Report on the support provided for enhancing learning effectiveness**

| **Support domains** | **Implementation outcomes** | | |
| --- | --- | --- | --- |
| **Being carried out** | **Not carried out** | **Improvement plan** |
| 1. Preparing up-to-date teaching documents | Indicate the academic year of latest revision |  |  |
| 2. information technology | Indicate the IT system used for enhancing instructional efficiency |  |  |
| 1. Problem acknowledgement scheme | Explain |  |  |
| 1. Student counseling |  |  |  |
| 1. Others (specify) |  |  |  |

**4. Course Learning Outcomes (CLOs):**

**Students should be able to: (Please refer to OBE section 2.4)**

CLO 1. Explain …………………

CLO 2. Analyze ………………….

CLO 3. Solve problems …………

CLO 4. Apply………………………

CLO 5. Perform……………………..

(Items can be included or deleted as appropriate)

**5. Effectiveness of teaching methods and evaluation that leads to predetermined learning outcomes, as referred to in OBE3 section 3**

| **Course Learning Outcomes (CLOs)** | **Determining**  **CLOs Achievement**  **(Yes/ No)**  **(Tick ✓)** | **Teaching methods/ implementation on the basis of CLOs** | **Appropriateness of teaching methods**  **(Yes/ No)**  **(Tick ✓)** | **Evaluation of learning outcomes based on CLOs** | **Appropriateness of evaluation**  **(Yes/ No)**  **(Tick ✓)** | **Development guidelines to ensure student attainment of CLOs; suggestions for effective implementation and evaluation** |
| --- | --- | --- | --- | --- | --- | --- |
| CLO1 | **x** | Lecture-based learning, case studies, assignments | **x** | - Midterm examination  - Assignment assessment | ✓ | **Issue 1:**  Thirty percent of students are unable to interpret variance analysis results  **Problem based-improvement , according to the cause, issue 1**   * Assigning tasks to students so they can appropriately interpret analysis of variance results; conducting more assessments on the issue * Placing a focus on interpreting the results of ANOVA * implement question and answer sessions in the classroom to check students’ comprehension     **Issue 2:**  Thirty percent of students are able to transform data provided into mathematical equations, but they cannot solve the equations correctly.  **Problem based-improvement , according to the cause, issue 2**   * Review of the foundations of mathematics needed by students * Supplementary assignments related to mathematical problem solving and applying mathematics |
| CLO2 | ✓ | Project-based learning) | ✓ | - Assessing group presentations and group projects  - Assessing assigned exercises | ✓ | **Issue 1:**  Twenty percent of students are still unable to effectively deliver presentations in front of the class; class presentation cannot meet teacher expectations  **Problem based-improvement**  Teachers create a class presentation rating rubric, which should be distributed to students no less than 2 weeks before the speech delivery. |
| CLO 3 | ✓ | Group discussion, project presentation | ✓ | - Using peer assessment to evaluate teamwork  - Teacher’s monitoring group work activities |  |  |
| **N.B.**   * Teachers are able to demonstrate at least one problem that arises through the course of each semester; for instance, students could not attain the CLO according to the specified criteria; or students encountered certain issues related to their learning experiences. * For consecutive semesters, teachers are able to define problems and use problem solving approaches to generate a solution.   \* The Department specifies criteria to determine the percentage of students who fulfilled the criteria for each CLO. | | | | | | |

**Section 3: Learning Outcome Evaluation**

1. **Is there a Formative Evaluation?**

🞎 Yes (Please add details in the table) 🞎 No

| **Implementation of Formative Evaluation** | **Is there a plan?** | | **Quality development guidelines** |
| --- | --- | --- | --- |
| **Yes** | **No** |
| a. A well-defined evaluation period |  |  |  |
| b. Tools/ approach for evaluation. Please specify….  e.g. quizzes, questioning in the classroom, homework assignments |  |  |  |
| c. Feedback provided to individual student (specify)…………………….................................... |  |  |  |
| d. Use of evaluation results for student development |  |  |  |

**2. Summative Evaluation**

**Standards and quality assurance for learning outcomes assessment**

| **Assessment practices** | **Is there any Implementation?** | | **Quality development guidelines** |
| --- | --- | --- | --- |
| **Yes** | **No** |
| 1. Examination |  |  |  |
| a. Setting a table of specification |  |  |  |
| b. Exam review before usage |  |  |  |
| c. Exam analysis |  |  |  |
| d. Creating test banks |  |  |  |
| 1. Developing a scoring rubrics for assessment |  |  |  |
| 1. Establishing clear evaluation criteria |  |  |  |
| 4. Applying a qualified, standards-based grading system   * Criterion-referenced assessment * Norm-referenced systems assessment * Others, specify ............. |  |  |  |
| 5. Validation of assessment and learning outcomes |  |  |  |

**Section 4: Overview of Assessment Results**

**1. Course Evaluation outcomes. Capture the screenshot from the measurement report summary page. Here is an example:**

**A screenshot of a cell phone

Description automatically generated**

**2. Contributing factors to grading discrepancies. (If any)**

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**3. Discrepancies from the evaluation plan as outlined in Course Specification, e.g. incongruities of time frame and assessment methods**

| **Learning Outcomes** | **Method of evaluation** | | **Week of evaluation** | | **Weighting of evaluation** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Planned** | **Actual** | **Planned** | **Actual** | **Planned** | **Actual** |
|  |  | |  | |  | |
|  |  | |  | |  | |
|  |  | |  | |  | |

**4. Verification of students’ learning outcomes, as referred to in OBE 2 and 3**

* Setting up a committee to inspect students’ learning outcomes, e.g. an investigation of examination, grading practices and performance appraisal
* Review of students’ scoring and evaluation by the Faculty/ Department academic committee
* Randomized scoring validation, whereby experts/ faculty not responsible for the curriculum perform random checks of students work
* Others (specify)……………………….

**Section 5: Problems and Effects on Course Implementation**

**1. Problems associated with resources availability, equipment and facilities (if any)**

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**2. Management and administrative challenges (if any)**

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**Section 6: Course Evaluation**

**1. Course evaluation results by students (Please attach documents)**

**1.1 Key comments from student evaluation results**

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**1.2 Lecturer responses/ opinions on the issues raised in 1.1**

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**2. Results of course evaluation from other evaluation methods**

**2.1 Key comments from other evaluation methods**

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**2.2 Lecturer responses to the issues raised in 2.1**

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Section 7: Improvement Plan**

**1. Actions for improvement (Other than those specified in Section 2)**

Example:

- A 360-degree assessment conducted by students is recommended. Respondents are encouraged to offer ideas and suggestions.

-Take advantage of IT-based integration assessment, e.g. using Google Forms to create digital rubrics for student feedback

**2. Suggestions for improvement from course instructors to faculty in charge of the curriculum**

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**Instruction for OBE 5 Preparation**

**Section 1: General Information**

| **Topic** | **Description** |
| --- | --- |
| 1. Course code/ title | XXXXXXXXX Course title (Thai and English) |
| 2. Prerequisite | XXXXXXXXX Course title (Thai and English) |
| 3. Coordinator, instructors, sections | Dividing into sections |
| 5. Semester / year of study | Indicate semester / year of study, following the curriculum planning. |
| 8. Venue of study | Define on and off-campus learning locations. |
| 10. Information for educational quality assurance | Check marks (Tick ✓) in appropriate boxes. |

**Section 2: Class Implementation in Comparison with the Designed Lesson Plan**

| **Topic** | **Description** |
| --- | --- |
| 1. Number of actual teaching hours compared to those stated in the lesson plan | Provide topics and number of intended teaching hours and actual teaching hours. State justification if the disparity exceeds 25%. |
| 2. Topics that were not covered as planned | Identify topic(s) that were not completed as planned and significant effects on learning outcomes. Suggest alternatives to remedy the issue. |
| 3. Providing support for learning effectiveness | Explain, e.g. providing handouts, utilizing information technology; arrangement of problem acknowledgement and student counseling practices. Define an improvement plan if no action has been taken. |
| 4. Course Learning Outcomes (CLOs) | Outline CLOs in compliance with OBE3 section 2.4 |
| 5. Effectiveness of learning implementation and evaluation methods carried out as to achieve the specified CLOs | Indicate methods of learning implementation to achieve each CLO domain; explain evaluation methods implemented as specified in OBE3 section 3; state whether CLOs can be attained and whether the implementation is appropriate. Suggest development guidelines for learning implementation and evaluation. |

**Section 3: Learning Outcome Evaluation**

| **Topic** | **Description** |
| --- | --- |
| 1. Formative Evaluation | Formative evaluation for learning involves a continuous way of monitoring with aims to improve teaching and student attainment. Formative assessment instruments are e.g. a test, a quiz, questions and homework.  - Indicate the applicable evaluation process and development guidelines. |
| 2. Summative Evaluation | Summative evaluation aims at evaluating student learning and understanding at the end of an instructional unit, e.g. midterm and final examinations.  - Indicate the applicable evaluation process and development guidelines. |

**Section 4: Overview of Assessment results**

| **Topic** | **Description** |
| --- | --- |
| 1. Measurable learning outcome after implementing and completing a course | Capture the screenshots (summary grade report online and evaluation of teaching). |
| 2. Factors causing the disparities in grade distributions (If any). | Identify the factors, compared with grade distribution of previous classes. |
| 6. Discrepancies (in time frame / evaluation methods) between planned and actual assessment (If any). | Identify discrepancies from evaluation plan as indicated in course specification (OBE3) Section 4.2 |
| 7. Verification of student’s achievement | Clarify the verification process as established in OBE3, section 6.4 |

**Section 5: Implementation Challenges and Impacts**

| **Topic** | **Description** |
| --- | --- |
| 1. Problems relating to educational resources | Identify problems and effects upon student learning |
| 2. Management issues | Identify issues and impacts on learning |

**Section 6: Course Evaluation**

| **Topic** | **Description** |
| --- | --- |
| 1. Critical comments from student evaluation | Identify both positive and negative aspects |
| 2. Critical comments from other evaluation methods | Identify both positive and negative aspects |

**Section 7: Improvement Plan**

| **Topic** | **Description** |
| --- | --- |
| 1. Actions for improvement of learning and teaching | Briefly identify improvement methods e.g. changing of teaching methods in the semester; use of new types of instructional resources to improve student attainment of learning outcomes. |